

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Estill Middle School

Principal: Mrs. Julia Lee

District: Hampton School District Two

Superintendent: Mr. Dennis Thompson

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.

Estill Middle is a small school located in Estill, South Carolina in the rural south side of Hampton County. Our school is a Title One school and one of the sixteen Palmetto Priority Schools. It is approximately 60 miles from Hilton Head, South Carolina and 50 miles from Beaufort, South Carolina. Our free/ reduced lunch percentage is ninety-three (93%). There are approximately 261 students presently enrolled ranging from grades 6th – 8th. We are in our second year of full implementation of the Teacher Advancement Program (TAP).

The school staff consists of the following personnel:

- a second year principal at Estill Middle School who has been at the school for approximately seventeen years;
- one assistant principal and administrative assistant: the assistant principal has been at the school approximately 3 months due to a transfer within the district and the administrative assistant has been at the school for eight years;
- one Middle School Coordinator/Lead Master Teacher (under the TAP model);
- the instructional staff consists of twenty-three (23) classroom teachers. Seven (7) are novice teachers (30%), three (3) are international teachers (13%), ten (10) are returning teachers (43%), and three (3) are experienced teachers new to our school (13%). Thirteen (13) of our twenty-three classroom teachers have less than 5 years experience (57%);
- seventy percent (70%) of certified staff returned for the 2007 – 2008 school year. This number represents a decline in returning teachers from last year; and
- one long term substitute is in one of our math classes.

The 2007 School Report Card for Estill Middle School provides valuable information for the parents, students, teachers, and administrators. This information allows us to evaluate both the school's curriculum and the strategies that we utilize under the Teacher Advancement Program (TAP) for further improvement in student achievement. The goals chosen are those we believe to be key variables for further improvement.

The use of the Absolute Value Calculator is no longer required. However, we will review data to know what needs to be done to meet expected progress.

Student's School Profile

Students	Our School	Change from Last year	Middle Schools with Students Like Ours	Median Middle School
Enrolled in high school credit courses (7 th & 8 th grades)	54.1%	Up from 6.7%	14.1%	18.3%
Retention Rate	13.6%	Up from 2.7%	3.9%	2.2%
Attendance Rate	95.5%	Down from 96.3%	95.3%	95.7%
Older than usual for grade	7.0%	Down from 8.1%	4.0%	2.3%

The school profile indicates that our school has shown some progress in the area of students enrolling in high school credit courses, placement of older students in their regular grades. Retention and attendance rates have dwindled from the previous year. In comparison with schools like ours, we are not making the necessary progress needed to compete with similar middle schools. Nevertheless, we are making progress.

Teacher's School Profile

Teachers	Our School	Change from Last year	Middle Schools with Students Like Ours	Median Middle School
Advanced degrees	55.2%	Up from 40.7%	50.0%	53.6%
Returning Teachers	86.2%	Up from 83.2%	75.9%	83.3%
Attendance Rate	95.2%	Up from 95.1%	94.8%	95.1%

The school profile for teachers has vastly improved in the areas of advanced degrees, teachers returning, and attendance rate. In comparison to other schools like ours, we have exceeded them.

Estill Middle School's Profile

School	Our School	Change from Last year	Middle Schools with Students Like Ours	Median Middle School
Principal's years at school	2.0	Up from 1.0%	2.0	3.0%
Student-teacher ratio	17.1 to 1	Down from 18.9 to 1	17.6 to 1	20.5 to 1
Prime instructional time	87.6%	Down from 87.9%	87.9%	89.3%

The school profile for our school in previous years has improved in the area of principal's tenure and student-teacher ratio, while our instructional time has decreased.

Further analysis of the 2007 Annual Report Card reveals the following regarding the performance of Estill Middle School as it relates to population diversity.

Population Diversity: Male vs. Female PACT Results: Basic and/or Above

Students	English Language Arts	Mathematics	Science	Social Studies
Males	31.7	43.8	33.6	53.2
Females	53.0	41.8	38.6	50.0

The comparison between male and female achievement shows that our males performed better in math and social studies while our females performed better in English/Language Arts and science. This is contrary to norm, because males usually perform better in science, while females do better in social studies. Since our population is predominately African American, there is not enough data for a comparison to white or Hispanic students.

Approximately 59% of our students who are eligible for subsidized meals scored below basic in the areas of English/Language Arts and mathematics. Exactly 66.5% scored below basic in the area of science while less than 50% scored below basic in the area of social studies.

Approximately 95% of students with disabilities status scored below basic. Subject area breakdown is as follows: English/Language Arts 96.2%, mathematics 94.3%, science 92.9%, and social studies 95.0%.

Palmetto Achievement Challenge Test (PACT)
Data Results for all Core Areas 2005 – 2007

Core Subject Area	Math 6 th Percentages				English/Language Arts 6 th Percentages				Science 6 th Percentages				Social Studies 6 th Percentages			
Performance Level	BB	B	P	Adv.	BB	B	P	Adv.	BB	B	P	Adv.	BB	B	P	Adv.
2005	48.2	37.6	4.7	9.4	38.8	49.4	9.4	2.4	70.6	18.8	3.5	7.1	48.2	35.0	9.4	7.1
2006	43.5	42.4	8.2	5.9	38.0	50.6	10.1	1.3	81.3	16.5	1.1	1.1	70.3	22.0	5.5	2.2
2007	36.9	55.4	6.2	1.5	47.1	48.5	4.4	0.0	65.0	30.0	0.0	5.0	80.5	17.1	2.4	0.0

Core Subject Area	Math 7 th Percentages				English/Language Arts 7 th Percentages				Science 7 th Percentages				Social Studies 7 th Percentages			
Performance Level	BB	B	P	Adv.	BB	B	P	Adv.	BB	B	P	Adv.	BB	B	P	Adv.
2005	37.7	47.4	14.9	0.0	57.5	31.9	9.7	0.9	60.7	21.3	13.1	4.9	68.9	28.7	1.6	0.8
2006	40.9	42.0	11.4	5.7	52.1	35.1	10.5	2.1	67.7	19.2	5.1	8.1	54.5	35.4	6.1	4.0
2007	47.7	36.0	13.5	2.7	61.8	31.4	4.9	2.0	65.0	28.3	5.0	1.7	53.4	39.7	6.9	0.0

Core Subject Area	Math 8 th Percentages				English/Language Arts 8 th Percentages				Science 8 th Percentages				Social Studies 8 th Percentages			
Performance Level	BB	B	P	Adv.	BB	B	P	Adv.	BB	B	P	Adv.	BB	B	P	Adv.
2005	60.4	33.0	5.7	0.9	53.5	40.6	5.9	0.0	72.7	24.5	1.8	0.9	79.1	18.2	2.7	0.0
2006	47.2	44.3	7.5	0.9	53.6	36.6	9.8	0.0	71.1	19.0	5.0	5.0	62.0	29.8	5.8	2.5
2007	48.0	42.7	2.7	6.7	47.3	39.2	13.5	0.0	59.1	25.0	8.0	8.0	46.6	34.1	6.8	12.5

The chart above illustrates student performance on PACT for the past three years. A review of assessment data indicates that significant improvement in math, ELA, and science would provide the greatest impact on student achievement and ensure that the school obtains an absolute rating of at least a 2.4. Our Palmetto Achievement Comprehensive Test scores displays that our scores tend to increase and decrease without a discernible pattern. Our longitudinal data indicates that we cannot obtain the .3 gain unless we have obtained gains across the disciplines: English Language Arts, Mathematics, Science, and Social Studies. Further review of the PACT data from 2006 to 2007 scores, indicates, that we had an increase in the number of students moving from below basic to basic in the areas of mathematics and science. Also, we have concluded that the transition for our sixth grade from the elementary school has had a negative impact on their test scores along with poor retention of 6th grade teachers.

Our 2006-2007 Palmetto Achievement Comprehensive Test scores increased by two-tenths (.2) of the absolute index which was not our expected progress. However, our expectation for 2007 – 2008 school year is to have an additional growth of one-tenth (.1) of the absolute index while maintaining our present absolute index. This in turn will give us the three-tenths (.3) of the absolute index that we need to make the expected progress as outlined by the state. Although we did not meet the state expected growth, we scored a value added score of a 5 under our TAP model, which is the highest TAP model score. We were one of five schools in South Carolina that accomplished this feat. This score is based on student achievement along with other factors, so we are excited about the gains that we have made. These gains are the result of implemented strategies that include research-based best practices.

Under the TAP model, we have a leadership team which consists of the principal, assistant principal, administrative assistant, middle school coordinator/lead master teacher, and the master teachers. The team meets every Tuesday to discuss items such as evaluations, PACT, MAP, Benchmark data analysis, cluster strategies, and to view videos for inter-rater reliability. In order to make the decision of what goals, strategies, and indicators of implementation would be needed in our FSRP to increase student achievement, the team analyzed student assessment data using PACT results from 2005, 2006 and 2007. The Leadership team has developed three student achievement goals aimed at addressing our needs based on available data in math, ELA, and science. Due to the fact that MAP testing is correlated to the PACT test, we will use the results from MAP testing to determine growth. Our Anderson Five benchmarks will also be used to indicate growth.

The selected goals will enable us to meet expected progress because these are the areas where we must show improvement. Maintaining areas of success and focusing on needed areas will increase student achievement.

School Timeline

July 2008	August 2008	September 2008	October 2008	November 2008	December 2008
Professional Development: <ul style="list-style-type: none"> -Formative Assessment for Lead and Master Teachers - Leadership Team Meeting (4 times) <ul style="list-style-type: none"> -Data -Implementation -Cluster -Evaluation -Palmetto Priority School Conference Other Parent, Student, and Faculty Activities: <ul style="list-style-type: none"> -Develop professional plan for master and career teachers -Mail out student's class schedule -6th Grade Prep <ul style="list-style-type: none"> - School Orientation Bridging the Gap -Summer Read: Courage To Lead -Analyze teacher survey for professional development 	Professional Development: <ul style="list-style-type: none"> -First Day Formal Assessment -Cluster Meeting Research- based strategies (4 times) -Leadership Team - (4 times) (DICE) <ul style="list-style-type: none"> - Data - Implementation - Cluster - Evaluation -Course Syllabus & Pre-Assessment (Writing & Planning) -Do you know enough about me to teach me? - Anderson Five Curriculum In-Service -E.M.S. TAP University -After-school Programs: Extending Student Learning Opportunities Other Parent, Student, and Faculty Activities: <ul style="list-style-type: none"> -Item Analysis Sheet for formative assessment 	Professional Development: <ul style="list-style-type: none"> - Cluster Meeting <ul style="list-style-type: none"> - Research-based strategies (4 times) -Book Study: Trust Matters - Leadership Team (4 times) (DICE) <ul style="list-style-type: none"> -Data -Implementation -Cluster -Evaluation -How to coach teachers who don't think like you: Using Literacy strategies to coach across content areas -Schools that change: Evidence-based improvement and effective change leadership -Collaborative Practices Six Keys to Effective Communication -Leading Professional Learning Communities: Voice from Research and Practice -Differentiated Instruction 	Professional Development: <ul style="list-style-type: none"> -Cluster Meeting <ul style="list-style-type: none"> - Research-based strategies (4 times) -Leadership Team (4 times) (DICE) <ul style="list-style-type: none"> -Data -Implementation -Cluster -Evaluation - Disaggregating MAP & PACT Data -Enhancing student's achievement a framework for school improvement -Co-Teaching: Practical Tips for facilitating student learning -Scope and Sequence Instructional Planning Other Parent, Student, and Faculty Activities: <ul style="list-style-type: none"> - Benchmark Testing - Observations <ul style="list-style-type: none"> -Formal and Informal 	Professional Development: <ul style="list-style-type: none"> -Cluster Meeting <ul style="list-style-type: none"> - Research-based strategies (4 times) -Leadership Team (4 times) (DICE) <ul style="list-style-type: none"> -Data -Implementation -Cluster -Evaluation - Book Study: Who Moved My Cheese? - Analyzing Data from Benchmark and 1st nine weeks reporting period -Keys to Curriculum Mapping -From Good Schools to Great Schools: What Their Principals Do Well? -Shaping Positive School Culture and transforming toxic cultures to support professional learning Other Parent, Student, and Faculty Activities: <ul style="list-style-type: none"> - Family Math Night 	Professional Development: <ul style="list-style-type: none"> - Cluster Meeting <ul style="list-style-type: none"> - Research-based strategies (4 times) - Leadership Team (4 times) (DICE) <ul style="list-style-type: none"> -Data -Implementation -Cluster -Evaluation -Extending students learning opportunities -Team Building -Educating African American Males -Counseling Skills for Teachers -Recipe for Great Teaching Other Parent, Student, and Faculty Activities: <ul style="list-style-type: none"> - Observations <ul style="list-style-type: none"> -Formal and Informal

July 2008	August 2008	September 2008	October 2008	November 2008	December 2008
	<ul style="list-style-type: none"> -Informal Walk-Thorough -Master Teacher Orientation -Improvement for 2008 based on suggestions by staff -Benchmark Test and MAP Schedules 	<ul style="list-style-type: none"> -Smart board Training or Refresher -Classroom Performance System (CPS) -Time to Write -Backward Design <p>Other Parent, Student, and Faculty Activities:</p> <ul style="list-style-type: none"> -Fall MAP Testing -Family Literacy Night -Observations <ul style="list-style-type: none"> -Formal and Informal 		<ul style="list-style-type: none"> - Item Analysis Sheet - Observations <ul style="list-style-type: none"> -Formal and Informal 	

January 2009	February 2009	March 2009	April 2009	May 2009	
Professional Development: -Book Study: Failure is not an option -Cluster Meeting - Research-based strategies (4 times) - Leadership Team (4 times) (DICE) -Data -Implementation -Cluster -Evaluation - Building effective Learning communities: Strategies for Leadership, learning, and collaboration -Sustaining Professional Learning Community Other Parent, Student, and Faculty Activities: - Winter MAP Testing - Family Science Night - Observations -Formal and Informal	Professional Development: - Disaggregating MAP Data - Cluster Meeting - Research-based strategies (4 times) - Leadership Team (4 times) (DICE) -Data Implementation Cluster Evaluation -36 Tools for building spirit in learning communities -Vertical Articulation between schools and content areas Other Parent, Student, and Faculty Activities: - Observations -Formal and Informal	Professional Development: - Cluster Meeting - Research-based strategies (4 times) - Leadership Team (4 times) (DICE) -Data Implementation Cluster Evaluation -Analyzing Data for Single Gender Classes -Contextual Teaching/Learning -Professional Learning Teams: Teaming to improve instruction Other Parent, Student, and Faculty Activities: - Family Social Studies Night - Benchmark Testing - Item Analysis - Observations -Formal and Informal	Professional Development: - Cluster Meeting - Research-based strategies (4 times) - Leadership Team (4 times) (DICE) -Data Implementation Cluster Evaluation - Analyzing Data from AP classes - Making creative Schedules work in Middle School Other Parent, Student, and Faculty Activities: - Family Literacy Night - Book Study - Observations -Formal and Informal	Professional Development: - Cluster Meeting - Research-based strategies (4 times) - Leadership Team (4 times) (DICE) -Data Implementation Cluster Evaluation Other Parent, Student, and Faculty Activities: - Observations -Formal and Informal	

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

Based on the results of the Reading MAP assessment, of Fall 2008 to Spring 2009, 40% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Through cluster, the ELA Master Teacher will use MAP data and field testing to identify specific strategies to drive classroom instruction.	ELA Master Teacher ELA Career Teachers Principal Assistant Principal Administrative Assistant	August 2008	Weekly Cluster Meeting Records will document the strategies that are being taught, procedures on how they will be taught, and weekly follow-up on utilization of implementation feedback. (ELA Master Teacher)
2. The ELA Master Teacher will model and co-teach with the ELA career teachers based on follow-up of the use of MAP data for implementation of strategies in classrooms.	ELA Master Teacher	August 2008	Anecdotal Records and ELA Master Teacher weekly schedules will list the weekly follow-up to implementation of strategies. (ELA Master Teacher)

<p>3. Leadership Team will analyze data from MAP and PACT to provide master and career teachers with information about the students they instruct in order to improve their achievement.</p>	<p>Leadership Team:</p> <p>Principal</p> <p>Assistant Principal</p> <p>Administrative Assistant</p> <p>Middle School Coordinator</p> <p>Master Teachers</p>	<p>September 2008 (MAP)</p> <p>October 2008 (PACT)</p> <p>January 2009 (MAP)</p>	<p>A form will be created for the master and career teachers on individual student's Fall and Spring MAP RIT range scores and their performance level as it correlates to PACT. PACT scores and performance levels will be provided. This information will be used for individual assistance, paired teaching, or grouping (facilitated by the teacher).</p> <p>(Middle School Coordinator)</p>
<p>4. Middle School Coordinator, Master, and Career Teachers will analyze data from Anderson Five Benchmarks and Teacher-made tests to be used to assist with student achievement.</p>	<p>Middle School Coordinator</p> <p>Master Teachers</p> <p>Career Teachers</p>	<p>August 2008</p>	<p>Quarterly (Fall, Winter, & Spring) Item Analysis Sheets will be used to monitor and adjust teacher's instruction.</p> <p>(Middle School Coordinator)</p>
<p>5. The ELA Master Teacher will monitor the IGP's of the ELA Career teachers to support teachers in meeting their IGP goals.</p>	<p>ELA Master Teacher</p>	<p>October 2008</p>	<p>The Individual Growth Plan (IGP) serves as an indicator for improvement of student achievement through field testing. The IGP will be completed in cycles - cycles take 3 to 6 weeks. (ELA Master Teacher)</p>

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

Based on the results of the mathematics MAP assessment of Fall 2008 to Spring 2009, 45% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Through cluster, the Science/Math Master Teacher will use MAP data and field testing to identify specific strategies to drive classroom instruction.	Science/Math Master Teacher Math Career Teachers Principal Assistant Principal Administrative Assistant	August 2008	Weekly Cluster Meeting Records will document the strategies that are being taught, procedures on how they will be taught, and weekly follow-up on utilization of implementation feedback. (Science/Math Master Teacher)
2. The Science/Math Master Teacher and Assistant Principal will model and co-teach with the math career teachers based on follow-up of the use of MAP data for implementation of strategies in the classroom.	Science/Math Master Teacher Assistant Principal	August 2008	Anecdotal Records and Science/Math Master Teacher weekly schedules will list the weekly follow-up to implementation of strategies. (Science/Math Master Teacher)

3. Leadership Team will analyze data from MAP and PACT to provide master and career teachers with information about the students they instruct in order to improve their achievement.	Leadership Team: Principal Assistant Principal Administrative Assistant Middle School Coordinator Master Teachers	September 2008 (MAP) October 2008 (PACT) January 2009 (MAP)	A form will be created for the master and career teachers on individual student's Fall and Spring MAP RIT range scores and their performance level as it correlates to PACT. PACT scores and performance levels will be provided. This information will be used for individual assistance, paired teaching, or grouping (facilitated by the teacher). (Middle School Coordinator)
4. Middle school coordinator, Master, and Career Teachers will analyze data from Anderson Five Benchmarks and Teacher-made tests to be used to assist with student achievement.	Middle school coordinator Master Teachers Career Teachers	August 2008	Quarterly (Fall, Winter, & Spring) Item Analysis Sheets will be used to monitor and adjust teacher's instruction. (Middle school coordinator)
5. The Science/Math Master Teacher will monitor the IGP's of the Math Career teachers to support teachers to meet their IGP goals.	Science/Math Master Teacher	October 2008	The Individual Growth Plan (IGP) serves as an indicator for improvement of student achievement through field testing. The IGP will be completed in cycles – cycles take 3 to 6 weeks. (Science/Math Master Teacher)

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

Based on the results of the science MAP assessment of Fall 2008 to Spring 2008, 30 % of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Through cluster, the Science/Math Master Teacher will use MAP data and field testing to identify specific strategies to drive classroom instruction.	Science/Math Master Teacher Science Career Teachers Principal Assistant Principal Administrative Assistant	August 2008	Weekly Cluster Meeting Records will document the strategies that are being taught, procedures on how they will be taught, and weekly follow-up on utilization of implementation feedback. (Science/Math Master Teacher)
2. The Science/Math Master Teacher will model and co-teach with the science career teachers based on follow-up of the use of MAP data for implementation of strategies in classrooms.	Science/Math Master Teacher	August 2008	Anecdotal Records and the Science/Math Master Teacher's weekly schedule will list the weekly follow-up to implementation of strategies. (Science/Math Master Teacher)

<p>3. Leadership Team will analyze data from MAP and PACT to provide master and career teachers with information about the students they instruct in order to improve their achievement.</p>	<p>Leadership Team:</p> <p>Principal</p> <p>Assistant Principal</p> <p>Administrative Assistant</p> <p>Middle School Coordinator</p> <p>Master Teachers</p>	<p>September 2008 (MAP)</p> <p>October 2008 (PACT)</p> <p>January 2009 (MAP)</p>	<p>A form will be created for the master and career teachers individual student's Fall and Spring MAP RIT range scores – along with PACT results. This information will be used for individual assistance, paired teaching, or grouping (facilitated by the teacher).</p> <p>(Middle School Coordinator)</p>
<p>4. Middle School Coordinator/Lead Master Teachers, Master, and Career Teachers will analyze data from Anderson Five Benchmarks and Teacher-made tests to be used to assist with student achievement.</p>	<p>Middle School Coordinator</p> <p>Master Teachers</p> <p>Career Teachers</p>	<p>August 2008</p>	<p>Quarterly (Fall, Winter, & Spring) Item Analysis Sheets will be used to monitor and adjust teacher instruction.</p> <p>(Middle School Coordinator)</p>
<p>5. The Science/Math Master Teacher will monitor the IGP's of the Science Career Teachers to support teachers to meet their IGP goals.</p>	<p>Science/Math Master Teacher</p>	<p>October 2008</p>	<p>The Individual Growth Plan (IGP) serves as an indicator for improvement of student achievement through field testing. The IGP will be completed in cycles – cycles take 3 to 6 weeks. (Science/Math Master Teacher)</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

Based on the results of the Reading MAP assessment, of Fall 2008 to Spring 2009, 40% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Ensure that the Leadership Team dedicates 60% of their time providing instructional support for ELA, Math, and Science.	Principal	September 2008	Master Teachers' notebooks will be reviewed monthly for cluster meeting records, strategies implementation follow-up, weekly schedule, and leadership team meeting schedule. (Principal) Other members of the team will maintain a notebook of weekly walk-throughs, TAP evaluations, and other instructional support. (Principal)
2. A minimum of 15 classroom observations will be conducted on a monthly basis by the Leadership Team collectively. These observations will include walk-throughs, TAP evaluations, and pair visitations.	Principal Middle School Coordinator	September 2008	Weekly Observation Forms will provide feedback with follow-up as needed. Monthly TAP evaluations will provide feedback and include post conferences with follow-up. (Middle School Coordinator)
3. Provide incentives for student achievement.	Principal	September 2008	A yearly master list of incentives with expected achievement and dates/events to decide how incentives will be distributed. (Principal)
4. The principal will support Gator Pals.	Principal	October 2008	A monthly attachment to the master schedule will reflect Gator Pal sessions. Each faculty member will have a Gator Pal group. The implementation of Gator Pals will be monitored through Principal's monthly checklist. (Middle School Coordinator)

<p>5. Provide professional development activities to support analyzing data, differentiated instruction, planning and implementing standards-based instruction, and the Professional Learning Community.</p>	<p>Principal</p>	<p>September 2008</p>	<p>A calendar listing professional development activities will be shared. In cluster, master and career teachers will use the most current data to follow thorough on data analysis professional development (PD). The master teacher for each cluster will be responsible for maintaining weekly cluster records, quarterly item analysis forms, and minutes to reflect follow-through of PD. This information will be shared with the principal. (ELA and Science/Math Master Teacher)</p> <p>The middle school coordinator/master teachers/ principal will utilize TAP evaluation rubric weekly to review lesson plans for standard-based instruction and differentiated instruction with feedback. The team will observe classroom instruction for implementation of standards-based and differentiated strategies instruction. Standards-based or differentiated strategies not occurring in lesson plans and/or observations will be addressed in weekly cluster meetings. This information will be shared with the principal. (Middle School Coordinator)</p>
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

Based on the results of the Math MAP assessment of Fall 2008 to Spring 2009, 45% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Ensure that the Leadership Team dedicates 60% of their time providing instructional support in ELA, Math, and Science.	Principal	September 2008	Master Teachers' notebooks will be reviewed monthly for cluster meeting records, strategies implementation follow-up, weekly schedule, and leadership team meeting schedule. (Principal) Other members of the team will maintain a notebook of weekly walk-through, TAP evaluations, and other instructional support. (Principal)
2. A minimum of 15 classroom observations will be conducted on a monthly basis by the Leadership Team collectively. These observations will include walk-throughs, TAP evaluations, and pair visitations.	Principal Middle school coordinator	September 2008	Weekly Observation Forms will provide feedback with follow-up as needed. Monthly TAP evaluations will provide feedback and include post conferences with follow-up. (Middle School Coordinator)
3. Provide incentives for student achievement.	Principal	September 2008	A yearly master list of incentives with expected achievement and dates/events to decide how incentives will be distributed. (Principal)

<p>4. The principal will support Gator Pals.</p>	<p>Principal</p>	<p>October 2008</p>	<p>A monthly attachment to the master schedule will reflect Gator Pal sessions. Each faculty member will have a Gator Pal group The implementation of Gator Pals will be monitored through Principal's monthly checklist. (Middle school coordinator)</p>
<p>5. Provide professional development activities to support analyzing data, book studies, differentiated instruction, planning and implementing standards-based instruction, and the Professional Learning Community.</p>	<p>Principal</p>	<p>September 2008</p>	<p>A calendar listing professional development activities will be shared. In cluster, master and career teachers will use the most current data to follow thorough on data analysis professional development (PD). The master teacher for each cluster will be responsible for maintaining weekly cluster records, quarterly item analysis forms, and minutes to reflect follow-through of PD. This information will be shared with the principal. (ELA and Science/Math Master Teacher)</p> <p>The middle school coordinator/master teachers/ principal will utilize TAP evaluation rubric weekly to review lesson plans for standard-based instruction and differentiated instruction with feedback. The team will observe classroom instruction for implementation of standards-based and differentiated strategies instruction. Standards-based or differentiated strategies not occurring in lesson plans and/or observations will be addressed in weekly cluster meetings. This information will be shared with the principal. (Middle School Coordinator)</p>

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 3:

Based on the results of the Science MAP assessment of Fall 2008 to Spring 2009, 30% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Ensure that the Leadership Team dedicates 60% of their time providing instructional support in ELA, Math, and Science.	Principal	September 2008	Master Teachers' notebooks will be reviewed monthly for cluster meeting records, strategies implementation follow-up, weekly schedule, and leadership team meeting schedule. (Principal) Other members of the team will maintain a notebook of weekly walk-through, TAP evaluations, and other instructional support. (Principal)
2. A minimum of 15 classroom observations will be conducted on a monthly basis by the Leadership Team collectively. These observations will include walk- throughs, TAP evaluations, and pair visitations.	Principal Middle school coordinator	September 2008	Weekly Observation Forms will provide feedback with follow-up as needed. Monthly TAP evaluations will provide feedback and include post conferences with follow-up. (Middle School Coordinator)
3. Provide incentives for student achievement.	Principal	September 2008	A yearly master list of incentives with expected achievement and dates/events to decide how incentives will be distributed. (Principal)
4. The principal will support Gator Pals.	Principal	October 2008	A monthly attachment to the master schedule will reflect Gator Pal sessions. Each faculty member will have a Gator Pal group. The implementation of Gator Pals will be monitored through Principal's monthly checklist. (Middle school coordinator)

<p>5. Provide professional development activities to support analyzing data, book studies, differentiated instruction, planning and implementing standards-based instruction, and the Professional Learning Community.</p>	<p>Principal</p>	<p>September 2008</p>	<p>A calendar listing professional development activities will be shared. In cluster, master and career teachers will use the most current data to follow thorough on data analysis professional development (PD). The master teacher for each cluster will be responsible for maintaining weekly cluster records, quarterly item analysis forms, and minutes to reflect follow-through of PD. This information will be shared with the principal. (ELA and Science/Math Master Teacher)</p> <p>The middle school coordinator/master teachers/ principal will the utilize TAP evaluation rubric weekly to review lesson plans for standard-based and differentiated instruction to provide feedback. The team will observe classroom instruction for implementation of standards-based and differentiated strategies. Standards-based or differentiated strategies not occurring in lesson plans and/or observations will be addressed in weekly cluster meetings. This information will be shared with the principal. (Middle School Coordinator)</p>
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1:

Based on the results of the Reading MAP assessment of Fall 2008 to Spring 2009, 40% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Analyze ELA PACT data and provide information to the school.	Assistant Superintendent of Curriculum and Instruction	September 2008	In the fall, the district administration will meet with the principal to discuss and review comparison and analysis of longitudinal PACT Data for a three year period. Trend Analysis of PACT Data will be provided for this time period. This information will assist the school in accessing needs and setting goals. (Assistant Superintendent)
2. Review the synopsis of the instructional strategies that will be implemented by the ELA Master Teacher through cluster on a monthly basis.	Superintendent Or Designee	September 2008	The instructional strategies synopsis review will be used to guide various district personnel in completing weekly walk-through observation forms. Monthly district minutes/agendas, and the instructional strategies synopsis review will be provided (Assistant Superintendent)
3. A minimum of five (5) walk-through observations will be conducted on a monthly basis collectively.	Superintendent Or Designee	September 2008	Monthly walk-through forms will provide feedback for teachers in order to enhance instruction in the classroom. Feedback information will be shared with the principal after each observation and the principal will provide feedback to the teacher. (Superintendent or Designee)

<p>4. The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.</p>	<p>Assistant Superintendent</p>	<p>September 2008</p>	<p>The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals.</p> <p>Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators.</p> <p>(Assistant Superintendent or designee)</p>
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

Based on the results of the Math MAP assessment, of Fall 2008 to Spring 2009, 45% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Analyze Math PACT data and provide information to the school.	Assistant Superintendent of Curriculum and Instruction	September 2008	In the fall, the district administration will meet with the principal to discuss and review comparison and analysis of longitudinal PACT Data for a three year period. Trend Analysis of PACT Data will be provided for this time period. This information will assist the school in accessing needs and setting goals. (Assistant Superintendent)
2. Review synopsis of the instructional strategies that will be implemented by the Science/Math Master Teacher through cluster.	Superintendent Or District's Designee	September 2008	The instructional strategies synopsis review will be used to guide various district personnel in completing monthly walk-through observation forms. Monthly district minutes/agendas, and the instructional strategies synopsis review will be provided. (Assistant Superintendent)
3. A minimum of five(5) walk-through observations will be conducted on a monthly basis collectively.	Superintendent Or District Designee	September 2008	Monthly walk-through forms will provide feedback for teachers in order to enhance instruction in the classroom. Feedback information will be shared with the principal after each observation and the principal will provide feedback to the teacher. (Superintendent or Designee)

4. The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.	Assistant Superintendent	September 2008	The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals. Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators (Assistant Superintendent or Designee)

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2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3:

Based on the results of the Science MAP assessment, of Fall 2008 to Spring 2009, 30% of 6th – 8th grade students will increase 10 RIT points by April 1, 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
1. Analyze Science PACT data and provide information to the school.	Assistant Superintendent of Curriculum and Instruction	September 2008	In the Fall, the district administration will meet with the principal to discuss and review comparison and analysis of longitudinal PACT Data for a three year period. Trend Analysis of PACT Data will be provided for this period. This information will assist the school in accessing needs and setting goals. (Assistant Superintendent)
2. Review synopsis of the instructional strategies that will be implemented by the Science/Math Master Teacher through cluster.	Superintendent Or Designee	September 2008	The instructional strategies synopsis review will be used to guide various district personnel in completing monthly walk-through observation forms. Monthly district minutes/agendas, and the instructional strategies synopsis review will be provided (Assistant Superintendent)
3. A minimum of five(5) walk-through observations will be conducted on a monthly basis collectively.	Superintendent Or Designee	September 2008	Monthly walk-through forms will provide feedback for teachers in order to enhance instruction in the classroom. Feedback information will be shared with the principal after each observation and the principal will provide feedback to the teacher. (Superintendent or Designee)

<p>4 The district will provide continuing professional development as outlined in the district staff development plan on the early dismissal days as indicated by the district calendar.</p>	<p>Assistant Superintendent</p>	<p>September 2008</p>	<p>The bi-monthly calendar listing early dismissal days and the professional development activities on a bi-monthly basis that occurred on those days will be shared. District administrators will hold bi-monthly meetings to review professional development activities and feedback from teachers and principals.</p> <p>Documentation: In-service rating sheets, Agendas for in-services, sign-in sheets, minutes of bi-monthly meetings of district administrators (Assistant Superintendent or Designee)</p>
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FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

Measures of Academic Progress (MAP) are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student and measure growth over time. It identifies the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions at the classroom, school, and district levels, and place new students into appropriate instructional programs. The test will be administered in the fall and winter of the 2008 – 2009 school year.

Teacher Advancement Program (TAP) is a comprehensive school reform aimed at restructuring and revitalizing the teaching profession in order to ultimately attain significant gains in student achievement. This bold new strategy was designed to attract, retain, develop and motivate talented people to the teaching profession. TAP provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair accountability system through classroom observations and continuous feedback, and performance pay.

Teacher Advancement Program Rubric is an observation system where teachers receive a score between 1 and 5 based on 19 indicators with 3 domains. The three domains are the designing and planning of instruction, learning environment, and instruction. Area reinforcement and area refinement are components of the rubric that provide assistance in areas found to have deficiencies.

Professional Learning Community is a work environment that allows the school staff/district to work in collaborative teams to continually analyze and improve classroom practice in an effort to impact student learning. The characteristics of a PLC includes having a shared mission, vision, values, and goals, collective inquiry into “best practice” and our “current reality”, collaborative team, action orientation & experimentation, committed to continuous improvement and results oriented.

Differentiated Instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom.

Gator Pals is an enrichment program designed to work with small groups of students in order to assist them in the understanding of their scores and to discuss ways to increase their RIT range scores through using the Decartes continuum.

Time to write is an initiative that will provide teachers with the opportunity to experience the art of writing through staff development conducted by English Language Arts teachers.

Cluster is a supportive instructional group which focuses on specific field tested strategies to enhance students' achievement.

Classroom Performance System is a student response system using wireless connectivity to help to increase student preparation, interactivity and active learning so you can receive immediate feedback and know what students understand.

Backward Design is where you begin with the end in mind by starting with a clear understanding of your desired learning. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.